

Our Prayer.

BY J. E.

THE soul that lives for God above
Turns from this world to seek His face,
And in the might of His vast love,
His strength receives to run the race.

Then let us take this lowly place
Depending on God's faithful word,
And bowing at the throne of grace,
Obtain the blessing of the Lord.

Our weakness then He'll turn to strength,
And cause our hearts in Him to joy,
To know the heights, depths, breadths and
length
Of God's vast love without alloy.

Then from those heights of joy above,
Turn once again to earth below,
And in the power of His love
Tell of the One who loves us so.

And as we learn His gracious ways,
We'll tell to others this is He
Who teaches us to watch and pray,
The lowly One of Galilee.

Map Drawing.

BY JENNIE M. BINGHAM.

GEOGRAPHY is the peg on which we hang our history. And the reason why so much of our history falls in a heap is because we have not hung it on a geographical peg.

A minister going to a new charge said: "My directory which gave me the names merely of my people did not cause me to know them. It was not until I had taken my directory and gone around locating people that I knew them."

We cannot come to much definite Bible knowledge until we have done some locating.

Very few teachers realize the value of a rough map drawn by themselves. Because they are unused to drawing and artistic pencil work they think they cannot use this efficient agency. One of the most successful Bible geography teachers I have known had neither artistic talent nor training in drawing. One Sunday she was given a class of restless boys. She had provided herself with paper and pencils for each member. She hastily drew a rough outline map of Palestine, locating the Mediterranean, Dead, and Galilee seas and the river Jordan; the three provinces—Galilee, Samaria, and Judea; the cities—Jerusalem, Jericho, Bethany, Bethlehem, Nazareth, Nain, Capernaum, Samaria; and the mountains—Hermon, Carmel, Olivet, Zion.

She had the scholars all try it, criticising each one. And then she offered a reward of a box of paints (costing five cents only) to the one who would the next Sunday bring the best map of Palestine. The class not only was interested, but became able to draw easily the map of Palestine.

Next followed a map of the Old Testament world, and then the New Testament world, which was more difficult, but which is possible for any child old enough to study geography in school.

When children have these outlines in mind any place can be easily located.

A superintendent, who had learned in fifteen minutes to dash off from memory the outline map of Palestine, said it was the most useful accomplishment he possessed. He was constantly using it before the school on his blackboard, drawing it as he needed it to locate places. It always gave him the attention of the school.

When children can draw maps for themselves they will pay much more attention to the maps on their Quarterlies and Lesson Leaves, and Bible geography will have a new interest for them.

The teacher of a young man's Bible class prepared, on a large sheet of wrapping paper, with charcoal, an outline map of Bible lands, and gummed seals of various colors. A member of the class put the seals on for each lesson as they went from place to place and discussed the places.

Each lesson had seals of a like color, and they were put on one by one before the class as they talked. The class became greatly interested in the study.—*Herkimer, N. Y.*

A Meeting Place.

BY JENNIE M. BINGHAM.

A TEACHER with new scholars will want, first of all, to find a common ground—a meeting place where teacher and scholar can exchange views and both feel at ease. It may be baseball. It may be skating. It must be something which interests the scholar, and something which the skillful teacher may use to establish comradeship between himself and the scholar.

St. Paul found such a common ground with the Athenians on that heathen altar with the inscription, "To the Unknown God."

A Sunday-school teacher who had a class of little street-boys found one Sunday a new scholar who was restless and inattentive. The teacher set about finding out what the little fellow knew of the Bible. He only shook his head at the questions and appeared hopelessly ignorant and listless. She had failed to reach him.